

國立政治大學英國語文學系碩士在職專班

碩士論文提要

論文名稱：「作筆記」策略對不同程度的國中生在英語聽力訓練成效之初探

指導教授：彭欽清

研究生：林惠嫻

論文提要內容：

本論文旨在探討作筆記(note-taking)是否能幫助英語為外語的國中生增進會話或短文的聽力能力。根據本研究生的經驗及本實驗對象的個人英語聽力學習狀況的問卷調查結果，學生對英語聽力測驗中的對話或短文題型最易受挫。因此本研究嘗試引進學習策略中的作筆記方式以幫助學生改善對這種題型的聽力能力。

本論文所要探討的問題包含(1)受試者認為最難的聽力測驗題型是什麼？(2)國中生是否只重聽同樣內容及老師的測後解釋就能增進對話或短文測驗的英語聽力能力呢？(3)做筆記的學習者是否比未做筆記者進步？(4)作筆記策略適用程度高的學習者或程度低的學習者？(5)受試者對本實驗的意見：最有用和最無用的聽力測驗指導方式為何？受試者在此項實驗中改善最多的為那三樣？

本實驗期約四個月，包含國三學生兩個班 70 個學生。一班為實驗班，另一班為對照班。為了進一步的比較，每一班再分為高、低分群。實驗班考聽力測驗時要作筆記，對照班則無此要求。所有的教材全取自康軒出版社，詹麗馨，李欣蓉編著的“國中英語聽力測驗”第五冊。

由統計分析及問卷調查得到下列結論：(1)國中生認為最困難的聽力測驗題型為聽完短文或對話後選出最適當的答案；(2)在實驗後，對照班及實驗班均進步並達顯著水準。由此可見若老師提供學習者重聽同樣的內容及測後講解

聽力內容讓學生有更正的機會，學習者仍可以改善聽力能力；(3) 雖然實驗班也進步並達顯著水準，但和對照班比較結果，不論是全班或高低分群，均未有顯著差異。可見做筆記的學習者並沒有比未做筆記者進步。這意謂著並非每種學習策略適合每個人，而且也沒有保證成功的學習策略。因此，老師應介紹各種學習策略以供學習者選擇有利個人學習的策略；(4) 在實驗班中，低分群進步分數達顯著水準且和高分群的進步分數達顯著差異。顯然，作筆記策略嘉惠低分群但可能導致高分群無法專心聽；(5) 問卷調查結果發現大多數受試者認為老師試後講解聽力內容幫助最大；知道不同的口音助益最小。此外，依受試者意見顯示，作筆記可使學生不分心，養成記重點字的習慣並且容易記得內容。

由以上研究，建議老師聽力測驗多播放幾次，並在測後講解內容及指導學生作筆記的方式。不過，作筆記較適合低分群而非高分群。因此，老師可以不要求高分群作筆記，避免影響他們的專心度。此外，本研究發現學習者很難去預測即將聽到的句子或內容。

關鍵字：聽力訓練，作筆記策略，國中生

ABSTRACT

This study aims to explore if note-taking could assist EFL junior high school students to improve their listening comprehension in the test style of “selecting an optimal choice after listening to a dialogue or a short passage.” According to the researcher’s experience and the personal profile questionnaires of students, students feel frustrated easily when they have a listening test on a dialogue or a short passage. Thus, the researcher tries to help them improve their listening comprehension in the test style by teaching them how to take notes.

The research questions of this study included: (1) What is the most difficult listening test style? (2) Could junior high school students improve their listening ability in understanding a dialogue or a short passage by listening to the same content several times and through the teacher’s teaching instruction? (3) Did junior high school students who were asked to take notes perform better than those who were not? (4) Does note-taking benefit only high proficiency subjects or only low proficiency subjects? (5) How did the subjects feel about the experiment? What are the most useful and useless ways in a listening activity? What are the first three improved aspects the subjects felt after the experiment?

The duration of this experiment was four months. Seventy of the third junior high school students from two classes were involved in the study. One class was assigned as an experiment class and the other as a control class. For further comparison, each class was subdivided into high and low proficiency groups. The experiment class was asked to take notes while listening but the control class was not. All the materials were adopted from “English Listening Comprehension for Junior

High School”(Li-shin Jan, Shin-rung Li, 2001, Kan-shiuan Publisher).

The statistical analyses and the questionnaires showed the following conclusions: (1) The most difficult listening test style was selecting an optimal choice after listening to a dialogue or a passage.(2) The classes made significant progress after the experiment. The result indicated that learners improved their listening ability when a teacher provided the students with sufficient practice by letting them listen to the same content several times and explained the meanings of the sentences after a listening test; (3) Although making significant progress, the experiment class, compared with the control class, did not improve significantly. The two different proficiency groups did not make significant progress, either. This could imply that not every learning strategy fits every learner. Also, no learning strategy assures success. Therefore, a teacher had better introduce different kinds of learning strategies for learners to choose an optimal learning strategy on their own; (4) In the experiment class, low proficiency learners made more progress than high proficiency ones at a significant level. Apparently, note-taking benefited low proficiency learners but may hinder high proficiency learners from concentrating on listening. (5) The subjects chose “teacher’s explanation of the content after a listening test” as the most useful way to improve their listening ability. However, they thought “knowing the different accents” as the least useful way. In addition, as seen in the result of the feedback questionnaire, note-taking helped learners listen without distraction, acquire a habit of writing down key words and remember the content easily.

The research suggested that a teacher should let students listen to the same content several times on the tape, explain the meanings of the sentences after a

listening test, and instruct learners how to take notes. However, note-taking was good for low proficiency learners, but not for high proficiency ones. Thus, a teacher might not need to ask high achievers to take notes, which might block them to concentrate on listening. In addition, it seems not easy for learners to predict the coming message.

Key words: listening training, “note-taking strategy”, junior high school students